MULTIMEDIA UNIVERSITY

STUDENT ID NO

MULTIMEDIA UNIVERSITY

FINAL EXAMINATION

TRIMESTER 1, 2015/2016

DEN5018 – ENGLISH

(All Diploma Students)

5 OCTOBER 2015
2:30 p.m. – 4:30 p.m.
(2 Hours)

INSTRUCTIONS TO STUDENTS

1. This question paper consists of **SIX** pages only.
2. Answer **ALL** questions in **Sections A and B** and answer only **ONE** question in **Section C**.
3. Write all your answers in the Answer Booklet provided.

SECTION A: READING AND VOCABULARY [25 MARKS]

Instructions: *Read the passage below and answer the questions that follow.*

Educating the Millennial Generation

1 Generation Y, otherwise known as the Millennial Generation, refers to individuals born between 1982 and 2005. This is the newest generation to enter the workforce. The early years of Generation Y were marked by **uncertainties,** which included events such as threats of terrorism, globalisation, school violence, and an outbreak of Severe Acute Respiratory Syndrome (SARS). Generation Y was raised by parents who told them they were special and winners for no other reason except for being who they are. These youngsters are a highly-protected and overly-busy generation. Educators across disciplines are taking note of the challenges and opportunities associated with teaching this unique group.

2 At the workplace, they prefer to work in groups with hands-on experiences and they enjoy trial and error. The core workplace values that they embrace include online social connectedness, teamwork, free expression, close relationships with authority figures (as they had with parents), creativity, work-life flexibility and use of technology. Generation Y does not highly value reading and listening to lectures as has been traditional in general education. They want learning to be creative, interactive, and fun; and they enjoy thinking outside the box. They have distinctive characteristics that affect learning in positive and negative ways. To ensure success, educators need to understand that Generation Y cannot be forced into the mould of past generations. *Differences are not necessarily weaknesses*. Educators should focus on four core areas which include interactive teaching with technology, professionalism, mentoring (or parenting), communication and feedback.

3 It is common knowledge that Generation Y is likely to inappropriately multitask with technology. Often, they are accustomed to misusing technology when they should be studying. They do not understand how this multitasking can be perceived as rude or distracting. Clear rules about multitasking are essential. Educators should demonstrate to them the appropriate technology use by avoiding multitasking and by not using hand-held devices or gadgets during lectures or meetings. Lessons should champion "technology-free" periods and encourage opportunities for active participation and self-reflection through journal writing or creative arts performance.

4 In addition, educators who teach professionalism to Generation Y should emphasise observable behaviours. They should feel comfortable addressing even basic behaviours, such as appropriate professional dress. Millennials want an environment where the lines of communication and rules are clear and firm. They dislike ambiguity. As a result, they seem to prefer a more lengthy orientation period to digest the information and understand what is expected. From the beginning of lessons, it is important to clearly explain appropriate and inappropriate behaviours, particularly regarding timeliness, dress code, use of social networking, multitasking during lectures and discussion of personal life details in professional settings. It is important not to assume that anything is "common knowledge." When providing corrective feedback to these youngsters, educators should not tell them that they are

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unprofessional. Instead, the feedback should focus on the specific behaviours that are not appropriate and the reasons for it. It should also explain the consequences of repeated inappropriate behaviours. Professionalism is a very difficult domain to define, let alone teach. With Generation Y, educators will need to be creative and patient.

5 Generation Y wants to have a close relationship with authority figures, just as they did with their parents. **They** want to feel that educators care about them personally. They want to feel special. Generation Y prefers to work with educators who are not only approachable and supportive, but also good communicators and good motivators. One adverse effect of a close relationship, however, is that Generation Y inappropriately shares private, even shocking, information in informal ways. Furthermore, they feel comfortable sharing their opinion and feedback without respect to the appropriate organisation hierarchy. They have been taught that "Whatever you feel is okay, then it is okay to talk about it".

6 Millennials want to know immediately whether what they are doing is right or wrong. At the same time, they feel ill equipped to handle negative feedback as they have been told so often by parents that they are truly wonderful. In fact, because of the way Generation Y was parented, they tend to have difficulties with solving problems, handling failures, accepting and learning from mistakes and having realistic expectations. There is decreased accountability, responsibility and independence. Regular meetings with educators are a good way to enhance bonding, and they are encouraged to provide a lot of on-the-spot feedback to these youngsters. Tell millennials what and why they need to learn. Generation Y is particularly concerned with what peers think, so providing that objective information from their peers is useful. Feedback should be immediate, behaviourally based, specific, and as clear and simple as possible. Use of 360-degree evaluation, which involves faculty, interdisciplinary staff and peers to offer feedback from multiple sources, will be highly valued. Verbal and written feedback are also useful tools. When weaknesses and struggles are identified, mentors should assist students in taking an active role in developing a plan for improvement.

7 In the end, flexibility and adaptability are required to successfully work with Generation Y. Having a better understanding of Generation Y's life experience will assist educators in overcoming the obvious challenges and frustrations. In many respects, educators have to be *in loco parentis*, in which they represent the real parents. To perform their responsibilities well, they have to be mentally and physically present at all times. They have to persist even when they feel persistence is not working and they have to take comfort in the knowledge that they do not get the pleasure of seeing all of their hard work has paid off.

Adapted from Hunt, J.E. & Tucciarone, J. (2011). *The challenges and opportunities of teaching Generation Y.* Retrieved from http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3244307/

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Question 1: Contextual Clues (5 marks)

Instructions: *Provide a word from the reading passage for each definition below.*

Example: **events that are doubtful or unknown** **(paragraph 1) word: uncertainties**

a) sudden or violent start of something unwelcome (paragraph 1)

b) accept willingly (paragraph 2)

c) made familiar by habit (paragraph 3)

d) lack of clarity (paragraph 4)

e) harmful or unfavourable (paragraph 5)

Question 2: True or False (5 marks)

Instructions: *For each statement, write (T) if the statement is true and (F) if the statement is false.*

a) It is a challenging task for educators to teach Generation Y.

b) To ensure effective teaching, educators should refer to the older generations as role models for the millennials.

c) According to the writer, journals and performing arts should replace technology in the classroom.

d) Millennials are allowed to freely share intimate and shocking information as long as they have a close bonding with their educators.

e) Parenting skill is a factor which contributes to Generation Y's problems in accountability, responsibility and independence.

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Question 3: Comprehension Questions (15 marks)

Instructions: *Answer the following questions in **COMPLETE** sentences.*

a) Why is Generation Y not keen on reading and listening to lectures? (2 marks)

b) *"Differences are not necessarily weaknesses."* (line 19)

(i) What does the word "differences" refer to? (1 mark)

(ii) How should educators handle the differences? (2 marks)

c) Identify the main idea of paragraph three. (1 mark)

d) Discuss three ways educators should emphasise observable behaviours when teaching professionalism to millennials. (3 marks)

e) (i) What is a 360-degree evaluation? (1 mark)

(ii) List four characteristics of peer feedback. (2 marks)

f) What does the word "they" (line 48) refer to? (1 mark)

g) State two ways educators can be effective in playing their *in loco parentis* role. (2 marks)

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SECTION B: GRAMMAR - TENSES [10 MARKS]

Instructions: For questions 1-10, read the text and choose the best answer.

Example: (0) __A__

A Showboating Bird

To see a manakin, a type of tropical bird, in action (0)_____ to encounter a spectacular song and dance act in the middle of a tropical forest. About half of the 40 known species make music by moving their body parts. In the flush of courtship, males (1)_____ manoeuvres with names like the dart, the about-face, the upright and the backward slide.

Charles Darwin sized up the manakin in his book, *The Descent of Man*. In his 1871 account of the bird, he wrote, "The diversity of the sounds... and the diversity of the means for producing such sounds, (2)_____ highly remarkable. Thus, we gain a high idea of their importance for sexual purposes." However, the mechanics of its music making (3)_____ more than a century to uncover.

Just a handful of ornithologists study the club-winged manakin, which lives in Colombia and Ecuador. Probably none is more in tune with the bird than Kim Bostwick. It was Bostwick – first working with her PhD adviser, and then since 2002 as a curator of birds and mammals at the Cornell University Museum of Vertebrates – who (4)_____ the code of the male club-winged manakin. It is the only species that uses its feathers to generate a *tick, tick, ting* sound in the hope of attracting a female.

Scientists knew the wings were the source of the sound but (5)_____ exactly how the process worked. To solve this problem, Bostwick recorded the bird's movements on a video camera. The video was viewed a few frames at a time which led to a moment of discovery: the bird (6)_____ its wings together 107 times a second.

Bone density in birds appear to be critical. In a paper that (7)_____ later, Bostwick and her colleagues describe how they conducted micro-CT scans of manakin wings and (8)_____ that the wing bones are solid. Most birds have hollow bones, which lighten the load when they fly. The manakin's bulky bones (9)_____ in order to support the knocking action of the large feathers. Bostwick wants to know how this three-and-a-half-inch bird carries around the extra weight when it flies. How does it manage "the incredible energy cost and physics involved in using that wing"? These (10)_____ the next manakin mysteries to solve.

Adapted from Koeppel, D. (2012). *A showboating bird.* Retrieved from http://ngm.nationalgeographic.com/print/2012/05/manakins/koeppel-text

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0.	**A. <u>is</u>**	**B. was**	**C. has been**	**D. had been**
1.	A. execute	B. is executing	C. was executing	D. executed
2.	A. are	B. were	C. will be	D. have been
3.	A. takes	B. took	C. had taken	D. is taking
4.	A. breaks	B. broke	C. has broken	D. is breaking
5.	A. did not know	B. do not know	C. have not known	D. was known
6.	A. knocked	B. knocks	C. has knocked	D. has been knocking
7.	A. is published	B. are published	C. were published	D. will be published
8.	A. discovered	B. discovers	C. was discovering	D. will be discovering
9.	A. evolve	B. are evolving	C. had evolved	D. have evolved
10.	A. have been	B. were	C. will be	D. will have been

SECTION C: WRITING [20 MARKS]

Instructions: Write an essay on **ONE** of the following questions. The length of your essay should be about 350 words.

1. Cases of children running away from home are on the rise today. In your opinion, what could be the causes of children running away from home? Discuss.

2. Youngsters are highly encouraged to pursue their studies at tertiary level. However, the increase in the costs of studying at the tertiary level is a cause for concern to many families.

   What are the effects of the increase in the costs of studying in a university?

End of Paper